DOCUMENT RESUME

ED 305 888 IR 013 741

AUTHOR Gill, Walter; Hayes-Butler, Karen
TITLE The Effects of Schoolwide Discipline, Role Play, Modeling, and Video Utilization upon the Self-Concept of Elementary School Children: A Preliminary Report.
PUB DATE Oct 88
NOTE 17p.; Paper presented at the Society of School Librarians International Conference (3rd, San Antonio, TX, October 20-22, 1988).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Behavior Modification; *Discipline Policy; Elementary Education; Mild Mental Retardation; *Modeling (Psychology); Psychological Studies; *Role Playing; *Self Concept; *Teacher Attitudes; *Video Equipment

ABSTRACT

This paper reports the preliminary results of an investigation of the effects of (1) a schoolwide discipline plan and (2) role playing, modeling, and video utilization upon the self concept of students in grades 3-6 and educable mentally handicapped students. The Piers-Harris Children's Self Concept Scale was used to assess the effectiveness of a schoolwide discipline plan by comparing the scores of students at two elementary schools, one of which had such a plan. Initial data indicated that mean scores were higher for children operating under a discipline plan. Additional data indicated that teachers perceived improvements in school climate and classroom efficiency when such a plan was in place. A pretest, posttest design was used to measure the effects of various combinations of role playing, modeling, and video utilization on the self esteem of students. It was found that students participating in such activities achieved higher mean scores on self-concept measures than the control students. (3 tables and 17 references) (EW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED305888

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

THE EFFECTS OF SCHOOLWIDE DISCIPLINE, ROLE PLAY, MODELING, AND VIDEO UTILIZATION UPON THE SELF-CONCEPT OF ELEMENTARY SCHOOL CHILDREN : A PRELIMINARY REPORT

by

Walter Gill and Karen Hayes-Butler

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Walter Gill

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Presented at the Third Annual Society of School Librarians International Conference, October 20-22, 1988, San Antonio, Texas

IR013741

BEST COPY AVAILABLE

THE EFFECTS OF SCHOOLWIDE DISCIPLINE, ROLE PLAY, MODELING, AND VIDEO UTILIZATION UPON THE SELF-CONCEPT OF ELEMENTARY SCHOOL CHILDREN : A PRELIMINARY REPORT

by

Walter Gill and Karen Hayes-Butler

ABSTRACT

Research on the significance of self-concept as a contributor of good school behavior and increased academic performance remains an ongoing concern for many educators. This paper reports on preliminary results of a project investigating the effects of (1) a schoolwide discipline plan, and (2) role play, modeling and video utilization upon the self concept of Sixth, Fifth, Fourth, Third-Grade and educable mentally handicapped (EMH) students. Using the Piers-Harris Children's Self-Concept Scale, students at two elementary schools were compared in assessing the effectiveness of a schoolwide discipline plan. Initial data indicated that mean scores were higher for children operating under the discipline plan when compared to children not operating under a discipline plan. Additional data reflected teacher's perceived an improved school climate and classroom efficiency. Using a pre-test, post-test design, students participating in various combinations of role play, modeling and video utilization achieved higher mean scores of self-concept measures than did controls. The authors believe that research in this area should make clearer associations between the importance of discipline and self-concept, and classroom methods appropriate for preparing students for productivity and good citizenship.

THE EFFECTS OF SCHOOLWIDE DISCIPLINE, ROLE PLAY, MODELING, AND VIDEO UTILIZATION UPON THE SELF-CONCEPT OF ELEMENTARY SCHOOL CHILDREN : A PRELIMINARY REPORT

by

Walter Gill and Karen Hayes-Butler

Background for the Project

For the past two decades discipline has been a major concern in schools. Teachers, parents and administrators remain caught between a multiplicity of never-ending data and yearly statistics on the importance of discipline in the classroom and its relationship to self-concept, social skills and learning. A recent Gallop Poll (1987) indicated that lack of discipline was the number two problem with which Americans feel the public schools must deal.[1] The expectations that students behave in school usually falls upon the classroom teacher. The classroom teacher is certainly a primary influence in shaping the behavioral attitudes of students but is not the only factor. Although many teachers realize their role of disciplinarian can become difficult without classroom rules of conduct, many are unsure of the most effective intervention strategy to employ.

The perceptions teachers have are very important to the development of children in academic and non-academic settings. Some research has shown that people respond to their perceptions rather than to reality.[2] Numerous studies have reported that teachers perceive males as more aggressive

and female students as displaying less overt physical aggressiveness.[3] Other research has established a relationship between student behavior and higher student achievement.[4] One study found that more experienced and educated teachers perferred confronting students about misbehavior, while less educated teachers rated physical or verbal abuse punishments favorably.[5] The validity of any schoolwide discipline plan rest, to a large degree, upon teacher perceptions of that plan.

The value of role playing and modeling behavior has been a popular approach in education for many years. Role play has been considered as a necessary component of the structured learning process.[6] Research studies over the years indicate role players have shown significantly more behavioral and attitudinal change on various dimensions of individual performance than non-players.[7] Modeling can be a powerful teaching technique in the classroom. Using modeling as the sole technique is not enough because it's many positive effects are short-lived. Learning can be improved when the learner has the opportunity to view and practice the observed behavior. Although teachers have frequently directed their students in role play and modeling activities, few have thought of it as a potential classroom management tool for improved academic performance and improved self-concept.

The development of portable, low priced videotape equipment systems has enabled such equipment to be included in the budgets of most school districts. Control of video utilization of such equipment has shifted away from technicians to school media specialists and the classroom teacher. For

a successful marriage of video technology and students in the classroom, human aspects of communication are a necessity.[8] The technology, when used in conjunction with and as an extension of the academic curriculum, can reinforce concepts, allow for hands-on direct experiences and provide visual feedback of student and teacher behaviors.

The use of videotape has been used for various role play and self-concept disclosures. One study concluded that videotaping enabled both teacher and students to focus more clearly on the problem and solutions developed in the role play activity.[9] Self-modeling has been used as a practical technique to alter deviant behavior.[10] Delinquent boys improved their role-playing ability after participating in drama and the making of videotapes which provided remedial training.[11] A significant difference in overall self-concept scores was reported after comparing a group that participated in regular classroom activities to one which utilized videotape recordings.[12] Another study, investigating the self-concept orientations and self-directed videotape experiences, reported the use of videotape activities and talk/film sessions can have an ameliorative effect upon the self-concept of delinquent males.[13] Investigating the effects of schoolwide discipline, role play, modeling and video utilization may provide educators with clues to more efficient school management and more effective classroom instruction.[14]

The Research Question

Considering the nationwide concern with discipline in the schools, and the absence of a uniform code of behavior in some schools, an

investigation of a schoolwide discipline plan may provide information for improved school management. An additional concern is the potential use of role play, modeling, and video utilization and a positive contributor to improved self-concept, and perhaps, academic performance. Specifically, this project will investigate, through comparison studies, short and long-term studies, the effects of schoolwide discipline, role play, modeling and videotape utilization on the self-concept of Sixth, Fifth, Fourth, Third-Grade and Educable Mentally Handicapped (EMH) students.

Method

The sample for this project consisted of 293 children from two elementary schools in Omaha, Nebraska. The children are from diverse backgrounds. Approximately 75 percent of the students qualify for federally funded or reduced lunch. Over one-half of the student population is from a one-parent home. Although some families are transient, many of the student's parents and grandparents attended the respective schools. The racial composition is approximately 80 percent White-American, 14 percent African-American, 4 percent Hispanic, and 2 percent Asian and Native American.

The Piers-Harris Children's Self-Concept Scale ("The Way I Feel About Myself"), an 80-iten questionnaire was used primarily for this project.[15] This scale is widely used to measure self-concept in children and adolescents. Self-concept, as assessed by this instrument, is defined as a relatively stable set of self-attitudes reflecting both a description and an evaluation of one's own behavior and attributes. In addition to the total score, there are six cluster scores reported: Behavior, Intellectual and School Status,

Physical Appearance and Attributes, Anxiety, Popularity and Happiness and Satisfaction.

A 30-item questionnaire entitled "Schoolwide Discipline Assessment" was also developed for this project. The questionnaire was generated from a 65-item staff assessment profile used annually by teachers at one of the participating schools, and with the help of school staff. Using a 5-point scale, (1) Never, (2) Seldom, (3) Periodically, (4) Almost Always, and (5) Always, teachers K-6 rated the effectiveness of the discipline plan. They also rated frequency of disruptive behaviors of students by the various categories : Boys, Girls, Minority Students, EMH students, Bused-in students, Highly motivated and hard-to-motivate.

The Piers-Harris Scale was administered to all Sixth, Fifth, Fourth-Grade, and EMH students at Ashland Park Elementary School, the school utilizing a discipline plan. The "Schoolwide Discipline Assessment" Ouestionnaire was given to teachers at Ashland Park. The Piers-Harris was also administered to all Sixth, Fifth, Fourth, and Third Grade students at Highland Elementary School. Participating teachers attended in-service sessions on the effective use of role play and modeling techniques to use in their classrooms. Basic role play included use of the fish bowl, multiple, role rotation, role reversal and supporter techniques. Tai Chi, a form of Chines exercise, was used to demonstrate modeling behaviors. Several students were assigned the responsibility of videotaping the various activities with assistance from the library media specialist. After the various role play, modeling and video utilization activities

experienced by Ashland Park students, the Piers-Harris Scale was administered again as a post-test for the various experinments.

In order to determine the effectiveness of the discipline plan initiated at Ashland Park, a matched-pairs t-test will be used. To report on teacher teacher perceptions, the Wilcox matched-pairs signed-ranks test and paired-t test per question will be utilized. A one-way and two-way analysis of variance will be used to determine any significant difference between experinmentals and controls, and groups by race respectively.

Results

A summary of means for six measures from the Piers-Harris Self-Concept Scale for Ashland Park and Highland schools are presented in Table I. Summary of means of teacher perceptions before and after the schoolwide discipline plan are presented in Table II. An anticipated analysis of data, assessing the effects of role play, modeling and video utilization on the self-concept of elementary school children is presented in Table III.

Discussion

Several interesting findings appear to be emerging from the initial data. In this study, students operating under the schoolwide discipline plan had higher means scores on most dimensions of self-concept than did students attending the school without a discipline plan.(see Table I). The lone exception was Fifth Grade "Appearance." The single most realiable measure for the Piers-Harris, and the one with the best research support, is the total score.[16] A higher score on the scale indicates a high degree of self-esteem, whereas lower scores are associated with lower self-concept. It should be

TABLE I

SUMMARY OF MEANS FOR 6 MEASURES
FROM PIERS-HARRIS SELF CONCEPT FOR
ASHLAND PARK AND HIGHLAND SCHOOLS

Construct	GRADE 6		GRADE 5		GRADE 4	
	A	H	A	H	A	H
Behavior	11.75	9.07	13.55	10.46	13.75	10.10
Intellectual	12.60	10.96	12.91	10.94	13.41	11.55
Appearance	9.25	8.23	8.55	8.59	9.51	8.50
Anxiety	10.62	8.46	10.06	7.46	10.95	9.30
Popularity	8.35	7.88	7.60	6.46	8.82	7.10
Happiness	8.00	6.69	8.22	6.79	8.53	6.95

N = 293 (Ashland Park = 146; Highland = 147)

noted that students in the lower grades at both schools tended to have higher mean scores. This is not unusual in that the desire to "look good" and to say mostly positive things about oneself is common to most children, especially very young ones.[17] Although high scores on the Piers-Harris may or may not reflect truly potitive self-attitudes, low scores generally reflect negative self-attitudes.

Teacher perceptions indicated general support for a schoolwide discipline plan (see Table II). The results indicate that the discipline plan enabled students to travel safely in the school building, be actively engaged in assigned task and receive praise/reward/recognition regularily. As a result of instituting a discipline plan, teachers reported they had a written behavior code posted, a structured plan to follow when misbehavior occurred and parents were included for improving student behavior. Teacher perception of frequency of disruptive behaviors by student-type remained the same as before the discipline plan was initiated. That is, boys had the highest incidences of misbehavior followed by hard-to-motivate students, minority students, bused-in students, EMH students, highly motivated and girls.

A matrix indicating anticipated analysis of data on the effects of role play, modeling and video utilization on the self-concept of Ashland students is presented in Table III. The grade level, number participating in the study and the experinmental activity is noted. Initial data reveals that self-concept scores increased modestly in all dimensions of self-concept with the experinmental groups. The most noted increase

TABLE II

SUMMARY OF MEANS OF TEACHER PERCEPTIONS
BEFORE AND AFTER THE SCHOOLWIDE DISCIPLINE PLAN

Nature of item	Before APDP	After APDP
1. When students misbehaved, I have a structured plan to follow.	3.350	4.850
2. I have an appropriate system of reprimand.	3.450	4.700
3. I have a reward system for good behavior.	3.350	4.250
4. I have a written behavior code posted.	2.750	4.650
5. I address all students by their first name.	4.750	4.800
6. Discipline is a concern in my classroom.	3.950	3.750
7. I constantly explain how students should behave.	4.000	4.350
8. I have adequate time for instructional planning.	2.900	3.100
9. I praise students immediately after good behavior.	4.000	4.550
10. I confer with other teachers about student behavior.	3.150	3.100
11. Students are actively engaged in assigned task.	4.050	4.550
12. It is safe for students to travel in the school building.	3.950	4.600
13. Students are regularily praised/ rewarded/recognized.	3.550	4.550
14. Parents are included for improving student behaviors.	3.200	4.050
15. How often have you contacted parents about student behavior?	2.700	3.000
16. How often have parents contacted you about student behavior?	1.900	2.100

N = 20

TABLE III

ANTICIPATED ANALYSIS OF DATA
THE EFFECTS OF ROLE PLAY, MODELING AND
VIDEO UTILIZATION ON THE SELF CONCEPT
OF ELEMENTARY SCHOOL CHILDREN

Grade	Activity	Group	Pre-Test	Post Test	t	p
Sixth (N=40)	Role Play, Modeling, Video Utilization	E C				
Fifth (N=45)	Role Play, Video Utilization	E C				
Fourth (N=40)	Video Utilization of Classroom Activities	E C				
EMH (N=22)	Role Play, Modeling, Video Utilization	E				
6,5,4, (N=120)	Highland Schoolwide Discipline Plan	E				
6,5,4, EMH(Bk, N=34)	Role Play, Modeling, Video Utilization	E C				

Instrument: Piers-Harris Children's Self-Concept Scale

was the "Appearance" dimension with Sixth and Fifth Graders, and the total mean score for EMH students.

Obviously until the data is analyzed thoroughly, statementscan not be definitively made about the effects of a schoolwide discipline plan, teacher perceptions of that plan, and the various combinations of role play, modeling and video utilization upon the self-concept of elementary school children. This project does, however, give some indications of the importance of maintaining a school climate conducive for learning, teacher's attitudes toward students and educational leadership, and selected instructional processes beneficial for student self-enhancement and growth. We believe that research in this area should attempt to make clearer associations between the importance of discipline and self-concept, and classroom methods appropriate for preparing students for productivity and good citizenship.

Walter Gill is an Assistant Professor, Instructional Media, College of Education, University of Nebraska at Omaha. He received his B.S. degree in art from Morgan State University (Baltimore, MD) and his M.Ed. and Ph.D. in instructional technology from Syracuse University. His research has focused on self-concept and the use of media to improve school and classroom performance of students and teachers.

Karen Hayes Butler is Administrative Assistant to the Superintendent, Omaha Public Schools, and former principal at Ashland Park Elementary School. Currently she is pursuing a specialist endorsement in superintendency enroute to doctoral studies at the University of Nebraska at Omaha.

FOOTNOTES

1. G. Gallop, "The 20th Annual Gallop Poll of the Public's Attitude Toward the Public Schools," Phi Delta Kappan, 70, p. 33-46.

2. Samuel I. Hayakawa, Language in Thought and Action (New York: Hartcourt, Brace and Javanovich, 1970).

3. J. Bardwick and E. Douvan, "Ambivalance: The Socialization of Women," In V. Gornich and B. Moran, eds., Women in Sexist Society (New York: Basic Books, 1971).

4. W. Bookover, et al., "Elementary School Climate and School Achievement," American Educational Research Journal, 15, 1978, p. 301-318; C. Evertson and E. Emmer, "Preventive Classroom Management," In Daniel Duke, ed., Helping Teachers Manage Classrooms (Alexandria, VA: Association for Supervision and Curriculum Development, 1982); C. Fisher, D. Berliner, N. Filby, R. Marliave, L. Cahen, and M. Dishaw, "Teaching Behaviors, Academic Learning Time, and Student Achievement: An Overview," In C. Denham and A, Lieberman, eds., Time to Learn (Washington, D.C.: National Institute of Education, 1980): W. Purkey and K. Novak, Inviting School Success: A Self-Concept Approach to Teaching and Learning (Belmont, CA.: Wadsworth, 1984).

5. W. L. Moore and H. Cooper, "Correlations Between Teacher and Student Background and Teacher Perceptions of Discipline Problems and Disciplinary Techniques," Psychology in the Schools, 21, 1984, p. 386-392.

6. E. McGinnis and A. P. Goldstein, Skillstreaming the Elementary School Child (Champaign, IL: Research Press Company, 1984).

7. Ibid, p. 23-28.

8. C. T. Rottman, "How Video is Reshaping Learning and the Learner," School Administrator, April, 1987, p. 13-14.

9. J. J. Chiodo and R. L. Klausmeier, "V. T. - The Extra Step in Classroom Role Playing," Social Studies, 75, 1984, p. 122-23.

10. R. Davis, "The Impact of Self-Modeling on Problem Behaviors in School-age Children," School Psychology Digest, 8, 1979, p. 128-32.

11. M. J. Chandler, "Egocentrism and Antisocial Behavior: The Assessment and Training of Social Perspective-taking Skills," Developmental Psychology, 9, 1973, p. 326-32.

12. F. Dorn, "Developing Self-Concept Through Media," Texas Personal and Guidance Journal, 8, 1980, p. 105-09.

13. W. Gill, "Self-Concept Orientations and Self-Directed Videotape Experiences of Delinquent Males," The Negro Educational Review, 29, 1978, p. 116-27.

14. W. Gill and K. Hayes-Butler, "Using Role Play and Video Technology in Building Schoolwide Discipline Programs," Education (1988).

15. Ellen V. Piers, Piers-Harris Children's Self-Concept Scale, Revised Manual, 1984 (Los Angeles: Western Psychological Services).

16. Ibid., p. 37.

17. Ibid., p. 33.

REFERENCES

Bardwick, J. and Douvan, E. (1971) "Ambivalance: The Socialization of Women," In Gornich, V. and Moran, B., eds., Women in Sexist Society. New York: Basic Books.

Bookover, W. (1978) "Elementary School Climate and School Achievement," American Educational Research Journal, 15, p. 301-318.

Chandler, M. J. (1973) "Egocentrism and Antisocial Behavior: The Assessment and TRaining of Social Perspective-taking Skills," Developmental Psychology, 9, p. 326-32.

Chiodo, J. J. and Klausmeier, R. L. (1984) "V. T. - The Extra Step in Classroom Role Playing, " Social Studies, 75, p. 122-23.

Davis, R. (1979) "The Impact of Self-Modeling on Problem Behaviors in School-age Children," School Psychology Digest, 8, p. 128-32.

Dorn, F. (1980) "Developing Self-Concept Through Media," Texas Personal and Guidance Journal, 8, p. 105-09.

Evertson, C. and Emmer, E. (1982) "Preventive Classroom Management," In Duke, Daniel, ed., Helping Teachers Manage Classrooms. Alexander, VA: Association for Supervision and Curriculum Development.

Fisher, C., Berliner, D., Filby, N., Marliave, R., Cahen, L., and Dishaw, M. (1980)"Teaching Behaviors, Academic Learning Time, and Student Achievement: An Overview," In Denham, C. and Lieberman, A., eds., Time to Learn. Washington, D. C.: National Institute of Education.

Gallop, G. (1987) "The 20th Annual Gallop Poll of the Public's Attitude Toward the Public Schools," Phi Delta Kappan, 70, p. 33-46.

Gill, W. and Hayes-Butler (1988) "Using Role Play and Video Technology in Building Schoolwide Discipline Programs," Education.

Gill, W. (1978) "Self-Concept Orientations and Self-Directed Videotape Experiences of Delinquent Males," The Negro Educational Review, 29, p. 116-27.

Hayakawa, S. I. (1970) Language in Thought and Action. New York: Hartcourt, Brace and Javanovich.

McGinnis, E. and Goldstein, A. P. (1984) Skillstreaming the Elementary School Child. Champaign, IL: Research Press Company.

Moore, W. L. and Cooper, H. (1984) "Correalations Between Teacher and Student Background and Teacher Perceptions of Discipline Problems and Disciplinary Techniques," Psychology in the Schools, 21, p. 386-92.

Piers, V. (1984) Piers-Harris Children's Self-Concept Scale, Revised Manual, 1984. LosAngeles: Western Psychological Services.

Purkey, W. and Novak, K. (1984) Inviting School Success: A Self-Concept Approach to Teaching and Learning. Belmont, CA: Wadsworth.

Rottman, C. T. (1987) "How Video is Reshaping Learning and the Learner," School Administrator, p. 13-14.